

# Curtin Primary School

Network: South/Weston

---

## School Improvement Plan 2024-2028



## The purpose of school improvement planning

This plan establishes a strong improvement agenda to be driven by school leaders over the next five years. It was informed by the Directorate's [Future of Education](#) and [Set up for Success](#) strategies alongside system-level and school-based analysis of [Multiple Sources of Evidence \(MSoE\)](#). Analysis of MSoE is supported by an annual provision to each school of a data summary as a key enabler of our improvement planning and implementation.

Each school participates in School Review as an integral component of its five-year improvement planning cycle, providing valuable opportunities for self-reflection, planning and improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. The findings and recommendations of the Review in conjunction with school performance and perception data support the development of the annual Action Plan. The school improvement planning process is below. This representation is used in the footer of all school-based improvement documents to indicate the stage of planning or implementation:

Analysis → Priorities → Strategies → Actions → Impact (for students)

Our school improvement planning is grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit five-year targets for improvement have been set and will give life to monitoring, evaluation and communication of progress to teachers, families, and students.

## Our school's improvement agenda positioned within the Directorate's *Vision, Mission, and Values*

### Vision

**Directorate's vision:** Every child and young person receives an excellent education, delivered and supported by highly skilled and valued professionals.

**School's vision:** We are a collaborative learning community that maximises skills, passion and wellbeing for each child.

### Mission

**Directorate's mission:** We lead and deliver excellent, inclusive and equitable education where all are safe, valued and able to flourish.

**School's mission:** We inspire lifelong learning through purposeful inquiries, student voice and collaborative partnerships.

### Values

**Directorate's values:** The way we work is underpinned by the ACT Public Service values of Respect, Integrity, Collaboration, and Innovation.

**School's values:** Integrity, Determination, Innovation

## Education Directorate's *Future of Education* and *Set up for Success* Strategies

The *Future of Education* and *Set up for Success* Strategies outline the plan for education and care from birth to 18 years for all children and young people in the ACT. These two strategies are based on four foundations:

1. A fair start for every child, Students at the centre
2. Valuing educators, values children, Empowered learning professionals
3. Every child has a story, Strong communities for learning
4. Working together for children, Systems supporting learning

These foundations emphasise the importance of focusing on individual needs within a coordinated and collaborative context, supported by strong educators, community partners and families, and a service design approach.

## Multiple Sources of Evidence

Evidence informing this School Improvement Plan includes:

- Findings and recommendations from School Review
- Analysis of system and school-based student learning data
- Analysis of perception data
- Consideration of school programs and processes
- Preschool setting - Quality Ratings from assessment against the National Quality Framework. The Quality Improvement Plan (QIP) is revised each year as part of the annual planning process.

## Our improvement priorities

### Priority 1: All students make expected growth in numeracy

*The statement below details our vision for how this priority will change the experience of school for our students.*

#### Targets/Measures to be achieved by 2028

##### Students will:

- Experience a consistent approach to numeracy instruction.
- Benefit from a purposeful numeracy data set allowing for the tracking of individual students to target teaching, monitor growth and move students forward.
- Demonstrate flexible, critical, and creative thinking skills to apply and connect numeracy learning to all areas of the curriculum and their everyday lives.

#### Student learning data

**Target or measure:** To increase the percentage of Kindergarten students achieving at expected or above expected growth in Numeracy in BASE to 86%

**Source:** BASE data available through Analytics and Evaluation Branch

**Starting point:** Baseline of 84.4% was determined by averaging the percentage of students achieving at expected or above expected growth in Numeracy in BASE over 2019-2023.

**Target or measure:** To increase the percentage of Year 5 students in the *Strong* and *Exceeding* proficiency levels in NAPLAN Numeracy to 78%.

**Source:** NAPLAN

**Starting point:** Baseline of 73% was determined by analysing the 2023 Year 5 NAPLAN Numeracy results.

**Target or measure:** To increase the percentage of Year 3 students in the *Strong* and *Exceeding* proficiency levels in NAPLAN Numeracy to 83%.

**Source:** NAPLAN

**Starting point:** Baseline of 78% was determined by analysing the 2023 Year 3 NAPLAN Numeracy results.

**Target or measure:** The growth in PAT Maths scaled scores for students from year 1 to year 6 is at or above the national Maths Median Scale score for the corresponding time period.

**Source:** Progressive Assessment Test (PAT) for Mathematics, Australian Council for Education Research.

**Starting point:** Baseline to be determined 2024.

## Perception data

**Target or measure:** 78% of staff agree or strongly agree that 'Teachers at this school use results from system testing and system processes to inform planning' to align with like schools.

**Source:** Annual Satisfaction and Climate Survey: Staff

**Starting point:** Baseline data of 69% of staff agree or strongly agree 'Teachers at this school use results from system testing and system processes to inform planning' determined by 2023 Annual Satisfaction and Climate Survey Results.

**Target or measure:** Increase the percentage of students answering positively to questions in school based Student Engagement Maths Survey.

**Source:** School based Student Engagement Maths Survey

**Starting point:** Baseline to be determined in Term 1 2024.

## School program and process data

**Target or measure:** Increase the average proficiency level of staff to provide effective feedback to students using school-based classroom observations based on the Classroom Practice Continuum of the AITSL standard 5.2 *Provide feedback to students on their learning* (1= Beginning, 2= Proficient, 3 = Highly accomplished, 4 = Lead).

**Source:** Classroom Practice Continuum of the AITSL standard

**Starting point:** Baseline to be determined in Term 1 2024

## Priority 2: Strengthen opportunities for students to be actively engaged in their learning

*The statement below details our vision for how this priority will change the experience of school for our students.*

### Students will:

- Benefit from a model of co-agency by fostering collaborative partnerships, shared decision making and student voice.
- Co-construct and learn from inquiries designed to build knowledge, curiosity, and inspire action.
- Enhance, engage and review personalised learning goals linked to feedback.

## Targets/Measures to be achieved by 2028

### Student learning data

**Target or measure:** Increase the percentage of students who 'consistently' *Work towards learning goals* in Self-Awareness and Self-Management of the Personal and Social Capability.

**Source:** End of semester Student Academic Reports

**Starting point:** Baseline to be determined by analysing Semester 1 2024 Student Academic Report data.

### Perception data

**Target or measure:** Increase the percentage of students who agree or strongly agree with the statement 'Teachers give useful feedback' to 76%.

**Source:** Annual Satisfaction and Climate Survey: Students

**Starting point:** Baseline data of 68% was determined by averaging the percentage of students who agree or strongly agree over 2019 to 2023. 2023 data was 75%. The school is looking to sustain and increase feedback data across the life of the plan.

**Target or measure:** Increase the percentage of staff who agree or strongly agree with the statement 'Teachers give useful feedback' to 86% to align with like schools.

**Source:** Annual Satisfaction and Climate Survey: Staff

**Starting point:** Baseline data of 64% was determined by the 2023 Annual Satisfaction and Climate Survey results.

**Target or measure:** Increase the percentage of students with strong Emotional Engagement to 78%. Emotional Engagement includes concepts such as students enjoying the work they

do in class and feeling excited about their work. It also addresses levels of student interest in what they are learning and their perceptions of how much fun learning in class is.

**Source:** Annual Satisfaction and Climate Survey: Students

**Starting Point:** The percentage of students with strong Emotional Engagement in 2022 was 62% and 73% in 2023. The average over the last five years is 64%. The school is looking to sustain and increase Emotional Engagement data across the life of the plan.

**Target or measure:** Increase the percentage of students who answer in agreement with the school-based target items:

- *I make decisions about what I learn at school*
- *I make decisions about where I learn at school*
- *I make decisions about how I learn at school*

**Source:** School Based Survey: Students

**Starting point:** Baseline to be determined in Term 1 2024.

## School program and process data

### Target or measure

Increase average score in 'Building practice excellence' and 'Curriculum planning and assessment' against the Professional Learning Communities Maturity Matrix.

**Source:** Professional Learning Communities Maturity Matrix

**Starting point:** Baseline to be determined in Term 1 2024.

## Endorsement

This School Improvement Plan has been endorsed electronically by our Principal, Director School Improvement and Board Chair.

### Principal

Name: Renee Berry

Date: 11/12/2023

### Director School Improvement

Name: Cindie Deeker

Date: 11/12/2023

### Board Chair

Name: Catherine Tye

Date: 11/12/2023